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Fellow-teachers: The JUNIOR RED CROSS drive is on!

During the week of Nov. 16-21 let us strive for 100% response, even though some children can afford only a penny.

A suggestion is to hold Red Cross parties for the various classrooms, each youngster bringing his contribution when he comes to the party. If classes combine for parties and schoolroom partitions are removed, the Administration and the Block Mgr. should be apprised. Class committees can plan phonograph music, improvised hats, games, prizes, dancing, etc.

Student collectors might be appointed, collections being turned in next Fri. or Sat. to the principals of the Elementary and High schools. Membership cards and badges have arrived and will be distributed a week from Tues. Name lists of students participating in membership (100%, it is hoped!) should be turned in, along with collections--also indicating classroom, class year, period, teacher, student collector, and total sum.

Student speakers will visit your room during the week, to try to aid their fellow-students in visualizing the tremendous role of the American Red Cross, especially in the crises of today. It is hoped that last year's Jr. Red Cross membership roll of 14,000,000 youngsters will be not only sustained but surpassed.

Teacher-development of the campaign during the week along such lines as citizenship-building and word-picturing (story-wise) of the work of the Red Cross--locally, nationally and internationally--would help considerably. A few typical themes might be:

Securing a First-Aid kit for every Poston schoolroom.

Securing school newspapers from the former schools of students now in Poston, to be regularly mailed to our own library.

Life-Saving and First-Aid Teacher-Training programs recently conducted, very successfully, in Poston, and further plans to bring First Aid and Health training right into the classrooms.

Highway accident Emergency First-Aid stations

Blood banks.

The correspondence arrangements with war prisoners and with relatives in Japan.

The Disaster Relief' program of the Red Cross--to the rescue, in times of fire, flood, famine, mine caveins, epidemics, explosions, earthquakes, air raids. What relief means in terms of life or death in such situations as a kerosene stove overturning this winter and fire spreading through Poston; the Galveston and Johnston floods; the S. F. fire and earthquake; the bombings of London; aid to our soldiers now risking their lives for us in Africa and the Pacific; the tremendous post-war problems of rushing food ships to those dying of famine throughout depleted Europe, and of fighting disease (e.g. 8,000,000 died in the first World War of famine and disease alone).

The Jr. Red Cross drive is under way.
14,000,000 members, let's carry on!

GENERAL INFORMATION
on
AMERICAN JUNIOR RED CROSS
and
ITS POSTON UNIT

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Compiled by:

Paul C. Takeda, Chairman
Junior Red Cross, Poston Chapter
American Red Cross
November 12, 1942

THE WHITE HOUSE
WASHINGTON

August 31, 1942

Dear Chairman Davis:

Twenty-five years ago on September fifteenth, President Woodrow Wilson announced the formation by the American Red Cross of a junior membership organization with school activities. In this message, he commended the new organization to school officials and teachers and invited the boys and girls of the nation to help meet the great needs of our nation at war, through the American Junior Red Cross.

Ever since those days, the membership of the American Junior Red Cross has continued to serve. It has been an active organization, working in the schools under the guidance of the teachers and devoting itself to outstanding local, national and international service.

As President of the United States and as President of the American Red Cross, I commend the American Junior Red Cross for so amply justifying the faith of those who were its founders twenty-five years ago. I am confident that the future achievements of the organization will be ever increased. The needs of our nation at war are great. The American Junior Red Cross, because it has already proved its ability, can be counted on to assist greatly toward meeting those needs.

Very sincerely yours,

Signed by

President
Franklin D. Roosevelt.

Honorable Norman H. Davis,
Chairman,
American Red Cross,
Washington, D.C.

AMERICAN JUNIOR RED CROSS PLEDGE

(Revised June, 1942)

WE BELIEVE in service for others - for our school, our community and our country; in health of mind and body to fit us for greater service; in better human relations throughout the world. WE HAVE JOINED the American Junior Red Cross to help achieve its aims by working together with members everywhere in our own and other lands.

OBJECTIVES OF JUNIOR RED CROSS

(Official Enumeration)

- A. To develop social consciousness.
- B. To guide humanitarian tendencies.
 - 1. Through activities in which pupils learn to ascertain and to meet real community needs effectively.
- C. To give practice in assuming social and civic responsibility.
 - 1. Through current life situations of local, national and international character made available through the Red Cross, and providing young people with participation in socially useful work.
- D. To teach and stress the social aspects of positive health--physical, mental and emotional fitness.
- E. To promote world understanding.

HISTORY OF AMERICAN JUNIOR RED CROSS

(Taken from American Red Cross
pamphlet #691)

The League of Red Cross Societies tells us that "As early as 1892 we find that a report was presented to the Vth International Red Cross Conference in Rome by the Ladies' Committee of the Province of Moravia, recommending that school children be associated with the work of the Red Cross. It met with little support and was rejected. However, it attracted the attention of some far-seeing Red Cross leaders, who felt that the ladies were not so far wrong and that one day their idea would be accepted as a matter of course." The same idea appeared from time to time in different societies but it was not until the World War broke in 1914 that the Junior Red Cross took form. Groups were then organized in Australia and Canada.

When the United States entered the War our children also wished to assist, and it was not long before they were playing an important part. We entered the war in April 1917, and when the children

returned to school in September, President Woodrow Wilson issued an invitation to school children to organize a Junior membership for service. Both teachers and pupils responded immediately and with the greatest enthusiasm. By September 1919, the production work--first for our soldiers overseas, and then for child refugees in Europe -- totaled almost fifteen million articles valued at considerably more than ten million dollars. Cash contributions and the membership dues during this period amounted to more than three and one-half million dollars. During this period I was with our Senior Red Cross in France and became aware of the organization of our Juniors through fifts which began to arrive with the other shipments of supplies for refugees and soldiers. These gifts were more than welcome and especially appreciated when it was learned that they had come from children. In different countries the Red Cross Societies began to hear of the great amount of work done by the American Junior Red Cross and the huge sum of money which they had collected or earned. We heard that there were twelve million Junior Red Cross members in the United States, and when Red Cross workers of different nationalities got together they often discussed the potentialities of such a membership. It was a new idea to most that the children in the elementary schools could do such work in the classrooms.

JUNIOR RED CROSS AND PROGRESSIVE EDUCATION
(An article by Miss Ruth Evelyn Henderson
of the American Junior Red Cross in "A
Guide for Teachers," in the April, 1938,
Junior Red Cross News.)

At the National Conference of the Progressive Education Association in New York City late in February, two points of emphasis stood out through the general sessions and special panels:

1. Concern over serious problems of individual conflicts, such as the problem of achieving release and happiness through introgratation within each individual.
2. Concern over very serious social problems confronting us in our own country and throughout the world--the problems of achieving happiness and security as groups.

Whether the discussion centered around relations of child and family, individual and public health, reorganization of curriculum materials to fit into actualities of living in the complex world of today, rather than the no longer real world of yesterday, or release of the personality through creative expression--all separate discussions were parts of these major concerns. Each phase persistently intruded on the other. If the discussion dealt with personal relations, these relations were seen interwoven with the social problems that press upon the individual--over-crowded schools; perplexed or undemocratic parents, overworked or worried teachers, poverty, a world at war, interracial misunderstandings close at home. If the panel sought ways for release of personality and individual adjustment through creative expression, it became clear that such growth was hampered or prevented by conflicts of poverty, ill health, poor

housing, hunger perhaps, or other problems infringing on the individual.

Contrariwise: the panels and talks dealing with social problems reverted to the fact that there could not be contented or progressive social groups composed of frustrated individuals.

There was agreement that children should be helped to see the problems honestly and given faith in their own powers to work for solutions.

No final panel attempted specifically to fuse these two elements of a single problem; the delegates were left with the necessity of fitting the pieces together constructively in their own situations, and these situations ranged from huge, public schools in poverty-stricken areas to small, favored schools in economically fortunate communities.

APPLICATION TO JUNIOR RED CROSS

For the Junior Red Cross, certain implications stand out. The social philosophy from which the Red Cross sprang and the emerging philosophy of progressive education are increasingly similar. Implicit in each is the ideal of voluntary social cooperation among individuals and groups, for ends that are humanitarian in the broadest and deepest sense.

Junior Red Cross members have an opportunity for socially worthwhile effort towards easing the acute problems. Their activity, wisely directed, may:

1. Have an immediate and direct effect in alleviating some of the conditions out of which these problems grow;
2. Have an indirect but definite effect in resolving the conflicts and frustrations within the boys and girls themselves;
3. Have a growing and abiding effect through educating members to understand these problems and to work courageously for a more permanent solution.

The sense of stewardship that every teacher using Junior Red Cross should have is deepened when we realize in how many countries teachers are earnestly seeking those deeper values from our program. The following analysis has roots in experience reported from some of the "Work Schools" in Hungary, where conditions are unlike those in our more favored schools. Yet the fundamental likeness of boys and girls, and men and women, everywhere, is the foundation for certain conclusions that are everywhere alike. The superficial and artificial differences in environment make some of the applications different.

CARRYING SERVICE THROUGH

Normally, something in us clamors for completion of a thing begun. The monotony of repeating the same kind of thing day after day,

with no climax of achievement, rouses discontent, while running from one unfinished task to another leaves the runner restless and dissatisfied with himself and his job. An examination, a contest, a teacher's measurement of pupils' work, and promotion may partly meet this fundamental need, not for competing, but for completing. Such ways however, are more or less artificial for all and often harmful to the successful as well as the unsuccessful.

The need for completion is as deeply true in Junior Red Cross work as any other part of a child's life. The work is "real" in that it is the sincere effort of members to meet somebody's actual need for comfort or pleasure. Junior Red Cross activities are not made up, or faked, as beneficial exercises for the members. Satisfaction in what is done should be realized. How?

1. Do your pupils realize for what persons and for what purposes (outside themselves) their Junior Red Cross service has been performed? (The inner results that you may be watching are not the question here.) Have you, or has someone from the local Red Cross Chapter, or some welfare worker explained why their gifts and entertainment are needed?

2. Have they been made conscious by letters of appreciation or personal contacts that their efforts were successful? (Here, by the way, is the reason they themselves should write thank-you notes for gifts, bread and butter notes after visits, and make prompt acknowledgment of school correspondence.)

3. If such acknowledgments have been impossible, or, as in foreign correspondence, delayed, have members been helped to survey from time to time, their own accomplishments--perhaps by a sample record of increase and of their improvement in technique of service?

These are simple day-by-day ways of insuring some satisfaction.

As the year draws to a close the members may be interested to examine their own work more searchingly, and to set themselves a still higher standard for next year. Here are questions that can be adapted, translated into the right age language.

1. What has our service for others included this year? Clothes, food, books, toys, gifts, for pleasure, expressions of friendship?

2. How much of what we have done will last?

a. Practical Gifts. Clothing wears out, and food is eaten, but all such gifts may have enduring qualities. Were the garments we gave of a kind to build self respect in the person who wore them? Did the food help to a better balanced and more attractive diet?

b. Gifts for leisure and recreation. Favors for holidays are not often supposed to last, and toys and books will be broken or wear out in time; but have ours had that lasting value of being our "honest best," showing in their craftsmanship respect for the recipients and for ourselves?

c. Inner values. Have all our gifts been made with friendliness and respect for those we serve, in a way to bring happiness and faith, not humiliation or discouragement?

3. What have we learned that will last, that will help us in future experiences?

a. What facts have we learned about the problems out of which the need arises--about present efforts towards alleviation and hope for solution?

b. Has there been change and growth in ourselves, in understanding of people and of problems to be solved?

4. Is there any one service we have seen clear through to a solution--some one tided over a crisis, for instance, through our part in Red Cross disaster relief, till he could look after himself again? Or have some children in our own community been brought in to the security of knowing they have friends? Has some family been helped to safer living? Has some community problem of play or safety been met?

WORLD FRIENDSHIP

Some of these same tests can be applied to world friendship. For example:

1. Were gifts in our Christmas boxes of a quality to build lasting friendship?

2. Did our school correspondence give a well-rounded view of us, of our interests, and activities: Our section and country?

3. What new facts have we learned about our own country and others?

4. What better understanding, better ways of acting towards others, better habits of thinking about them have we formed?

5. Do we know more than we did about the ways men of many nations are trying to work together? Are we wider awake to, and more sensitively aware of, those movements for cooperation?

6. Will our own better understanding meet the tests of world problems today so that we can keep our heads above the "emotional floods?"

JUNIOR RED CROSS AND WORLD WAR II

(The following paragraph is taken from "An Overview of Junior Red Cross in the World Today with a View to Future Service" an address given by--James T. Nicholson, Vice Chairman of American Red Cross,

in charge of the Junior Red Cross, Washington, D.C. at the American Association of Schools Administrators Convention Discussion Group, February 25, 1942. Memorium Auditorium, San Francisco, California.

The Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators recently stated through its pamphlet entitled "A War Policy for American Schools," that the responsibilities of organized education for the successful outcome of the war involve at least eleven groups of activities. It is not directly within the purview of the Junior Red Cross to engage in three of those activity groupings; namely, training workers for war industries and services, increasing effective man power by correcting educational deficiencies, and protecting school children and property against attack. The program of the Junior Red Cross does provide functional opportunities and outlets within all the remaining eight classifications. The Junior Red Cross offers "effective outlets for goods and services produced for the war." In the war on waste, to which we have given education content, we are using our extensive organization for activating the "Conservation of materials through prudent consumption and salvage." Through the Red Cross War Fund Campaign and through organized sponsorship of defense bond buying campaigns we are helping "to raise funds to finance the war." We have long promoted positive "health and physical efficiency" in our fitness-for-service programs and through our First Aid, Water Safety, Accident Prevention, Home Nursing, and Nutrition courses. In efforts "to protect the ideals of democracy against war hazards, in peace-time and now in war, our publications, posters, program aids, have constantly emphasized "The values of the four freedoms" and at the same time the duties one must fulfill to preserve those freedoms. We have taught and will teach "the issues, aims, and progress of the war and the peace." In fact, through participation in International Correspondence, National Children's Fund projects, through the Junior Red Cross News and Journal, we have given and will continue to give our members functional education in those issues and aims. We are using the resources available to us "to sustain the morale of children and adults" by enabling them to share in effective and socialized war efforts. We have offered innumerable opportunities whereby "intelligent loyalty to American democracy" might be expressed tangibly. Above all, we have offered opportunities, provided outlets for direct participation in those human relationships without which no democracy can long endure. Out of those relationships may be created dynamic, experienced citizens, socially equipped for solving the problems of the day, to whom democracy is real life, real people, real work, real duties, real values; not just an exploited formula, a mere pattern of a political theory. Youth devotes his loyalties largely to his own experiences. He requires purposeful, real situations in which to develop the social virtues and civic competency.

The following paragraphs are taken from ARC 691, prepared by-- Alice Ingersoll Thornton, Assistant to the National Director of American Junior Red Cross.

To prove to you that Junior Red Cross leaders are not discouraged by the chaotic state in which the world finds itself today, I will quote the Director of Junior Red Cross at the League of Red Cross Societies: -

"The Junior Red Cross has a great opportunity before it to prove that its members are thoroughly imbued with the Red Cross spirit and understand its fundamental principles--non-political, non-sectarian, impartial, occupied only with service to humanity. The Red Cross must do its duty irrespective of political conditions, and this applies also to the Junior Red Cross which is an integral part of the Red Cross. If the Junior members are thoroughly acquainted with these fundamental principles and if in times like these they are especially reminded of their responsibility towards the world-wide organization to which they belong, they can undoubtedly be trusted to accept the responsibility."

The Junior Red Cross has now been in existence for 25 years. From very small beginnings it had grown until its membership numbered 20,000,000 in 52 countries in 1939. A part of this membership is now eclipsed by the angry clouds of the Total War and the future no man can foretell. But where the Spirit of the Junior Red Cross is still free to act it is strong, tolerant and sympathetic and more determined than ever to bring such comfort and happiness to unfortunate people as lies within its power to give.

"It is to a new citizenship, trained to think clearly, to judge wisely and to act fearlessly, imbued with those ideals and habits of unselfish service upon which Democracy depends for its existence, that the world must look for the solution of its greatest problems."

In this "new citizenship" the Junior Red Cross membership will take its place.

JUNIOR RED CROSS IN POSTON

Junior Red Cross meets the peculiar needs of the Poston Schools for the following reasons:

1. Its organization, activities and ideals are such that it helps to foster "world friendship" among the students. Generally speaking "niseis" and "sanseis" show a marked tendency of having a narrow perspective on life. Even among college graduates and older niseis, utter indifference to the political and social problems beyond their own narrow community affairs, is rather a common symptom. This peculiar and unfortunate tendency is largely due to, first, being a very small minority racial group in the land of majority rule, and secondly, due to having being raised by the "issei" parents who have always been and is treated by the nation at large as "alien" politically and socially. But this tendency should not go unremedied from the standpoint of national interest as well as the individual welfare in a democratic country. Hence, the Junior Red Cross with its "world citizenship in action" program, is the

thing of great value to the Poston Schools, especially under the present difficult and unfortunate circumstances.

2. Its aims are purely humanitarian -- transcendental of racial, religious and even national differences.

3. Its usefulness has been well proven by its past 25 years of successful practice.

4. Its suggested activities are easily and profitably adjusted to the classroom needs.

5. It links the students with many millions of other members, both in this country and countries all over the world.

6. Its membership fee is very small while its benefits are great.

TENTATIVE PROGRAM OF ACTIVITIES TO BE RECOMMENDED
TO THE JUNIOR RED CROSS COUNCILS

adopted by Junior Red Cross Committee, at its first meeting
October 28, 1942

1. Enrollment Campaign
Each classroom should collect voluntary contributions and put the sum together in order that all classes are enabled to pay their membership fees.
2. Junior Red Cross Album of Correspondence to be Exchanged with Outside Schools.
 - a. To build friendship and to gain sense of kinship.
 - b. To exchange experiences and information.
 - c. To give students incentive for good workmanship and accomplishment.
3. Essay Contest
 - a. Title: "What Junior Red Cross Means to Me."
 - b. To stimulate interest in the Junior Red Cross.
 - c. To use as publicity material.
4. First Aid Box
To equip every class room if possible.
5. Junior Red Cross Bazaar in March
 - A. Purpose:
 - a. To raise Junior Red Cross Service Fund for local use.
 - b. To give stimulation and objectivity to various class works.
 - B. Method:
 - a. Sales of paintings, drawings and other articles made by Art and Handcraft Classes.
 - b. Garments made by the Home Economic Classes.
 - c. Playlets and musical show-English-presented by English and Music Departments.
 - d. Eat and Drink Stand in charge of Home Economics Classes.

THE FOLLOWING MATTERS WERE DECIDED UPON AT THE
SECOND MEETING OF THE JUNIOR RED CROSS ADVISORY
COMMITTEE OCT. 30, 1942

1. To let individual schools (High School & Elementary School of Poston I, II, and III separately,) organize its own temporary Junior Red Cross Council (student representative from each class and a teacher advisor) and let each council decide the details of tentative activity program.
2. To conduct Junior Red Cross Enrollment Campaign from November 15 to November 21.
3. To start publicity campaign for Enrollment Campaign immediately, using students, teachers, local Red Cross Chapter speakers, Press Bulletin, and etc. Printed materials for the campaign to be distributed to each of the four principals.
4. After the Enrollment Campaign, permanent officers of each council should be elected.
5. Each of the four principals to send in to Dr. Cary and Chapter office, a brief report on the organization of the council and the development of the activity program in his or her school.
6. The first joint meeting of the representatives of all 6 councils to be held on December 17, Thursday, 3:00 P.M. at the Social Hall. Each representative to give report on progress of the Junior Red Cross work in his school. Also, permanent officers of the Central Council (joint council) should be elected at the meeting.
7. All money collected for the Junior Red Cross should be turned in to the local Chapter office, which will be deposited as Junior Red Cross Service Fund. Council representatives should draw money from the Chapter treasurer when needed. Each classroom should keep its own financial record.
8. The local Junior Red Cross Chairman to prepare a list of districts in which the students formerly attended and the Pacific Area Office to have listed schools send their newspapers and magazines directly to the Poston Public Schools regularly.
9. The local Junior Red Cross Chairman should ask the Area Office to arrange to have contributions of children's books, if possible, from outside communities. Also, to send in a request to the Area Office to provide the local schools with any available materials for production of useful articles, such as medicines for equipping each classroom with a First Aid Kit and etc.

BIBLIOGRAPHY OF PRINTED MATERIALS
Available at the Local Chapter Office

General Information:

1. The Story of the Red Cross.
2. American Junior Red Cross - Hand Book.

3. American Junior Red Cross - High School.
4. Suggestions For the Use of Junior Red Cross In the Senior High Schools.
5. Know Your Red Cross.
6. Brief Overview of Junior Red Cross.
7. Facts - 1941.

Enrollment and Organization:

1. Chapter Organization.
2. How to Enroll Your School.
3. Junior Red Cross School Organization Chart.
4. Chapter Organization for the Development of the American Junior Red Cross.
5. Junior Red Cross Council Organization.
6. Junior Red Cross in Monterey High School.
7. Constitution of the Junior Red Cross Council Kings County High School.
8. Our Junior Red Cross Unit - Elementary School.
9. Enrollment for Service.

Education Policy:

1. Junior Red Cross and Progressive Education.
2. An overview of Junior Red Cross in the World Today with a view to Future Service.

Activities:

1. American Junior Red Cross School Correspondence.
2. First Aid.
3. First Aid and Water Safety.
4. Volunteer First Aid Detachment.
5. American Neighbors. (Correspondence)
6. American Junior Red Cross First Aid Detachment.
7. American Junior Red Cross First Aid Text Book.
8. Red Cross Courses Adaptable for School Use.
9. Junior Red Cross Councils at Work.
10. War on Waste.
11. Red Cross Home Nursing - Courses in Schools.
12. Staff Assistance Corps.
13. Home and Farm Accident Prevention.
14. Suggestions For the Use of Junior Red Cross in the Senior High Schools.
15. Suggested Activities For Junior Red Cross Participation - According to Grades.
16. Junior Red Cross Service to the Armed Forces.
17. Junior Red Cross Training for Civilian Defense.
18. Suggestions for Emergency Closet.
19. A guide to the Preparation of Junior Red Cross Albums.
20. Table of Contents - Album to Sweden from Woodmere School, Portland, Oregon.
21. American Junior Red Cross Production - Drawing of Furnitures.
22. American Junior Red Cross Projection for Armed Forces-Drawing of Games.
23. Junior Red Cross Journal (September, October, and November Numbers.)
24. American Junior Red Cross News (October and November Numbers.)

A GUIDE TO THE PREPARATION OF JUNIOR RED CROSS ALBUMS

SIZE OF ALBUMS

Not larger than 11x14 inches nor heavier than two pounds. An album 9x12 inches and weighing one pound is best.

COVERS

Covers should be durable and attractive with a Red Cross in the design, if possible. If the Red Cross does not fit into the cover design, it should appear on the title page. Please do not use metal rings for fasteners. Shoe laces, ribbon, or heavy cord are suitable, but bound or sewn albums are best.

INTRODUCTORY LETTER

Every album, whether initiating an exchange or answering previous correspondence, must carry an introductory letter of greeting. If it is a first album, the salutation should be in some general terms as: "Dear Junior Friends," "Dear Friends Abroad," etc.

PICTORIAL MATERIAL

Pictorial material may be snapshots, photographs, sketches, etc. Newspaper and magazine pictures are permissible only when they serve to illustrate the theme, and then appropriate captions must be written or typed.

WRITING AND SPELLING

All writing should be done in ink and attention given to neatness and legibility. It is best to select several good penmen to do the writing for the rest of the group and those who are not good penmen may undertake the other work. All written material must be proof-read for misspelled words which complicate translation. If they can be typewritten, it is more acceptable.

EXHIBITS AND MISCELLANEOUS MATERIAL

If flowers, leaves, butterflies or anything of this nature is sent, they should be carefully preserved, securely mounted, and covered with cellophane to ensure safe arrival. Things such as small bottles of seeds, rock specimen, samples of wood, etc., may be sent in a separate carton, carefully packed.

MAILING

Mailing of albums or individual correspondence should be done through local Red Cross Chapter Office and the Area Office, in San Francisco, California.

JUNIOR RED CROSS SCHOOL CORRESPONDENCE ALBUM

I. The Nature of School Correspondence.

"Junior Red Cross school correspondence is a school or class project. The illustrated letters, bound in albums, and other material are all on topics that interest entire groups, both the group preparing the correspondence and the group receiving it. Both the preparation and the use of the materials are helpful in the study of geography, citizenship, history, art, industry, English, and nearly every school subject. The fact that the contact is broad, between two groups instead of between only of two individuals, multiplies the value. Its greatest value is in its education for understanding and good will,

because the pupils, taking part are all members of the same world-wide organization and are all actively engaged in their own communities in putting into practice the ideal of altruistic service." (from the Red Cross pamphlet on correspondence album.)

II. Decisions of the Joint Council Meeting.

1. To make the albums in time to display them at the Junior Red Cross Bazaar in March.
2. Each Junior Red Cross Council (each school) is to decide upon (a) who (what classes, grades, etc.) are to make the albums and (b) how many to make in each school.
3. Actual work to be done as a part of regular classroom activity.
4. Each party making the albums, to choose their own central theme.
5. Each council to choose the party with whom to exchange albums.

III. With Whom to Exchange Albums.

"Exchanges should be started only when you wish to give something to others as well as to secure interesting information and examples of foreign (or other section) school work for yourselves." (from Red Cross pamphlet)

"It is not always possible to arrange for an exchange with a particular school or town, but it is always possible to place correspondence in the state or sections desired." (from Red Cross pamphlet)

Hence it is recommended to exchange our albums with those of middle states schools where the W.R.A. is expecting to resettle us Japanese evacuees in the future.

IV. Suggestions for Contents.

1. Letters, compositions, essays, poems, etc. about:
 - (a) Life in Poston in summer.
 - (b) Life in Poston in winter.
 - (c) First Christmas in Poston. First New Year's Day in Poston.
 - (d) Junior Red Cross activities in Poston.
 - (e) Home life or Block life in Poston.
 - (f) Hikeings in Poston.
 - (g) Fishing in Poston.
 - (h) Popular hobbies of Poston Issei residents.
 - (i) School life in Poston.
 - (j) Popular recreations in Poston. Japanese wrestling, Judo, Kabuki.
 - (k) Cotton picking experience.
 - (l) First sand storm I encountered in Poston.
 - (m) Baseball game with an Indian team.
 - (n) My Sunday School in Poston.
2. Geography of Poston and its vicinity.
 - (a) Maps:
 - Plain
 - Topographical (Bird's-eye view of Poston I, II & III.)
with Basin Range in distance-to. (colored)
 - (b) Geological Study:
 - Soil map. (colored)
 - Rocks (colored)
 - Strata of soils exposed at hillside or river banks.

- (c) Population:
Statistics - showing number of isseis, niseis and sanseis:
male and female; age groups; students, etc.
 - (d) Nature Study of Poston:
Botanical study
Zoological study (poisonous insects and animals, etc.)
 - (e) Climate
 - (f) Transportation.
Highways, railroads, automobiles, etc.
 - (g) Chief Industries.
Farming
Interesting spots (parks, swimming pools, Greek Theatre,
open air stages, block gardens, etc.)
3. A Chart showing a complete administrative set-up of Poston.
(political, industrial, educational & sociological, medical,
etc.)
 4. Sample of Students Paintings.
Pure Art.
Sketches.
Cartoons.
 5. Japanese poems by isseis translated into English.
 6. Poetry by nisei-adult residents.

AN EXAMPLE OF THE ORGANIZATION OF AN ALBUM.

TABLE OF CONTENTS

ALBUM TO SWEDEN FROM WOODMERE SCHOOL (7B Class)
Portland, Oregon

| | |
|-------------|--|
| COVER: | Lightweight cardboard, 9x12 inches, with Red Cross in center and applied letters: "U.S.A. to Sweden." Tied with shoe lace. |
| Page 1 | Introductory letter (See copy on next page) |
| Page 2 | Letter describing location of Portland and points of interest in the city. |
| Page 3 | Colored bird's-eye view of Portland with Mt. Hood in distance. |
| Pages 4-5 | Views of buildings and spots of interest in Portland, each with a neatly printed caption. |
| Page 6 | Colored picture of Crater Lake. |
| Page 7 | Letter describing Mt. Hood and Crater Lake. |
| Pages 8-19 | Views of interesting spots along the Columbia River, each neatly captioned. |
| Page 20 | Letter about leading industries of Oregon. |
| Pages 21-24 | Pictures illustrating these industries, each neatly captioned. |
| Page 25 | Letter about Woodmere School. |
| Pages 26-28 | Pictures of the school, student activities and the students who made the album, each picture with a neat caption. |
| Pages 29-38 | Samples of art work. |
| Pages 39-40 | Names and ages of students who prepared the album. |

November 30, 1938

Dear Friends in Junior Red Cross:

At last we have our portfolio ready to send you, and we hope that you like it.

Our Junior Red Cross clubs at Woodmere have been very busy trying to make people who are less fortunate than we are a little happier. Some of us make scrapbooks and toys for children's hospitals and are now making Christmas cards for the use of the people in the "Old People's Home."

One Club gave an Armistice Day program about children of other lands. We would like to be friends with all of them, and are so happy to have the chance to write to you.

In this album we want to tell you about ourselves and the place where we live. Of course we can't tell you everything, but in the spring we plan to make another album for you. If there is anything special that you would like us to put in it, just let us know and we will try to do it. Of course we are anxious to know you, too, and about the place where you live. We hope we can be good friends.

With friendly greetings, we are,

The 7B Class of Woodmere School